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ABSTRACT

The main objectives and activities of the Adult Basic Education (ABE) Demonstration Project are evaluated for the 1971-72 project year in the Model Neighborhood Area of Chattanooga, Tennessee. Briefly discussed are: a community overview, general program status, program management (program goals; job descriptions for the project director, counselor, master teacher, center assistant and audiovisual technician; and a brief description and assessment of 29 process objectives with reference to their degree of completion). The curriculum component contains instructional activities organized into three subcomponents: derived (prevocational typing and clothes construction), generic (reading, handwriting, arithmetic, and spelling), and life style (field trips and arts and crafts). Each of these subcomponents is analyzed in terms of performance objectives (assessed in terms of student behavior changes, skill areas, level of behavior, and degree of completion). Recommendations and suggestions are made in reference to process objective documentation, instructional process objectives, testing policy, coding test items, pre- and posttesting, preparation of data for analysis, affective behavior, monitoring, and levels of behavior. Approximately one-half of the document consists of appendixes comprising record keeping and resource materials. (BP)

ED102291

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FINAL EVALUATION REPORT

ADULT BASIC EDUCATION DEMONSTRATION PROJECT

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Chattanooga, Tennessee

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September, 1972

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[illegible]

9. to develop a program of pre-service and in-service training for ABE instructional staff, especially a local staff trained to meet specific needs of a Model Neighborhood population.

10. to encourage community agencies to serve unique roles in ABE programs as separate, yet inter-dependent, parts of a total ABE system.

11. to improve economic conditions of the Model Neighborhood through

    a. improved education which increases potential for employment.

    b. use of local personnel in the ABE program so payroll funds return to the Model Neighborhood.

12. to combine proven ABE and re-education approaches into unique elements for the Model Cities Neighborhood.

13. to develop a neighborhood attitude of reinforcement for continuing education.

14. to utilize concepts of peer reinforcement to encourage the retention of students in the ABE program.

15. to use techniques of individual programming and self-management by objectives, thus encouraging each individual to achieve his own goals at his own pace.

16. to develop programs in each community center relating to both core curriculum and special interest groups (age, need, previous education interest in activities, and General Educational Development--GED--requirements).

17. to use Model Cities citizen involvement activity as an aid to ABE instruction.

The Chattanooga ABE Project was managed and administered locally according to the administrative organizational chart on the following page.

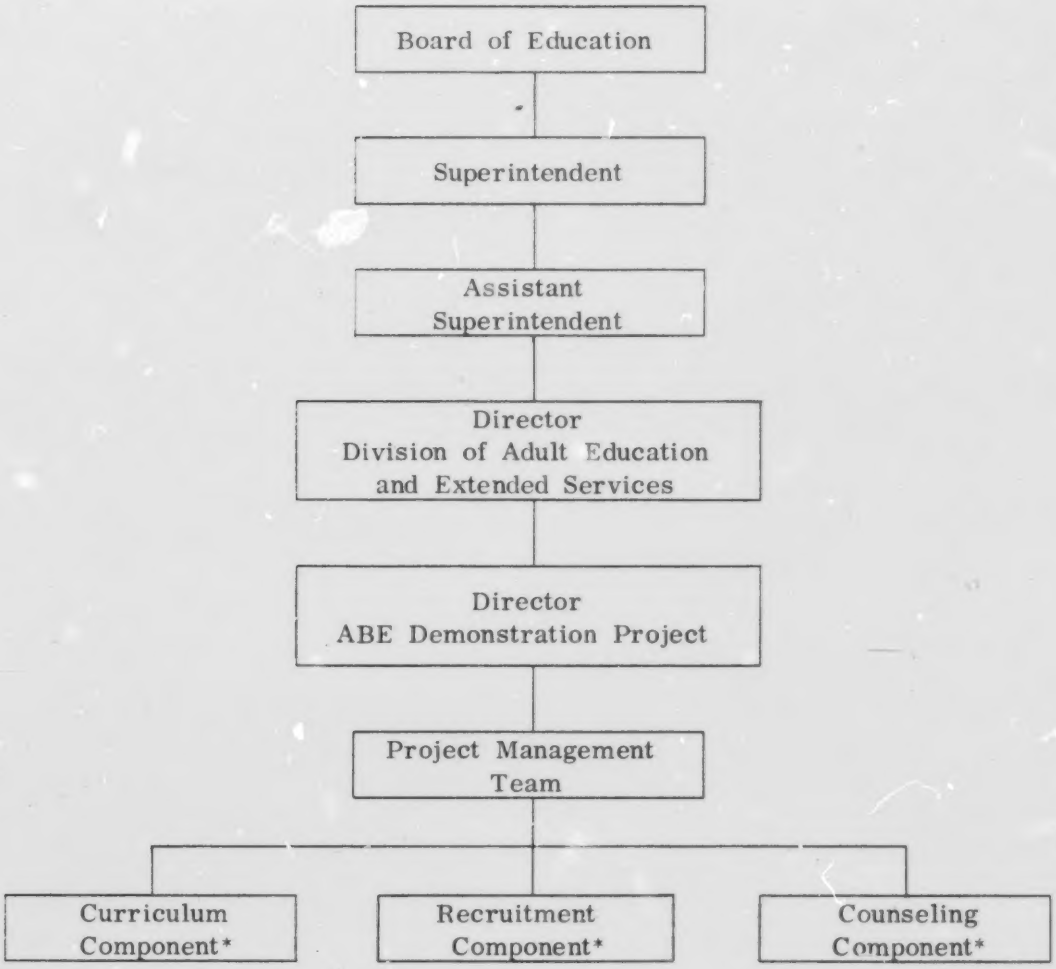

FIGURE 1

ADMINISTRATIVE ORGANIZATIONAL CHART

*Subcomponents containing various project activities are described with their respective components in this report.

Job Descriptions

Job descriptions were developed for the following ABE personnel:

Project Director

The Project Director was responsible for:

1. developing instructional activities based upon the needs of the students and staff.
2. providing reports and data to appropriate personnel in the Chattanooga Public Schools relative to Project progress and activities.
3. serving as liaison to the Project Committee.
4. conducting meetings with community leaders, students, and other community persons relative to student recruitment, instruction, and utilization.
5. coordinating the activities of the staff in planning educational offerings for students.
6. consulting frequently with his departmental heads in planning, implementing, and coordinating activities of the Project.
7. developing policies for implementing student instructional needs and requests.
8. interpreting to students, community, and press the objectives and policies of the Project.
9. assisting in the selection of the staff, teachers, and other personnel as prescribed by the Director of Adult Education and Extended Services and the Chattanooga Public Schools System.
10. meeting frequently with the CDA and the staff of the Model Cities Agency to provide liaison with that agency.
11. providing regular review of staff progress and personnel reviews to the Director of Adult Education and Extended Services.
12. providing liaison with other local adult and vocational education agencies, both public and private.
13. assisting in the development of staff training programs and exercising leadership in the in-service training program.
14. developing programs and activities relating Adult Basic Education to Model Cities objectives.
15. supervising maintenance of Project facilities.
16. advising in the determination of Project fund disbursement.

17. assisting in developing and planning media presentations.

18. preparing reports on operations under his authority for the Director of Adult Education and Extended Services and the Model Cities Agency.

19. assisting in developing criteria for Project evaluation and implementing prescribed evaluation activities.

20. preparing program and fiscal reports for submission to appropriate school authorities and to the grantee under direction of the Director of the Adult Education and Extended Services.

21. developing instructional activities enabling Model Cities residents to develop personal skills which will be of value in working with groups and agencies implementing neighborhood-defined objectives.

Counselor

The Counselor was responsible for:

1. counseling students relative to the individual student's development of self-managed learning objectives.

2. providing liaison with Master Teachers and the Director in terms of student needs, growth, and achievement.

3. serving as liaison in a "team" relationship with paraprofessionals and nonprofessional staff members.

4. directing the activities of such staff members assigned to counseling duties.

5. maintaining records and data as required by the Director and Chattanooga Public Schools System.

6. meeting with other agency representatives regarding implementation of the counseling functions of the Project.

7. consulting frequently with the Project Director in planning, implementing, and coordinating counseling functions of the Project.

8. developing guidelines for counseling and recruitment of students.

9. interpreting to students the objectives and policies of the Project.

10. providing assistance in generating data related to Project activities.

11. assisting in the selection of staff members as directed by the Project Director.

12. meeting frequently with the Model Cities staff, local industry, and other educational agencies as directed by the Project Director on matters of student placement, student referral, and student participation.

13. maintaining an occupational file for staff and student reference.

14. providing a regular review of activities to the Project Director,

15. assisting and giving leadership to staff members as directed by the Project Director,

16. providing individual counseling for students related to Project objectives and student self-concept enhancement,

17. assisting in the supervision of Project facilities as directed by the Project Director,

18. advising in the determination of duty assignments for nonprofessional staff members,

19. assisting in the development of curriculum materials in a cooperative endeavor with Master Teachers and such other persons as are involved in instructional activities,

20. assisting in the development of criteria for student evaluation and directing the implementation of such activities related to criterion attainment,

21. preparing such counseling reports as are required by the Division of Adult Education and Extended Services,

22. performing all other duties as required by the Project Director.

Master Teacher

The Master Teacher was responsible for:

1. implementing activities by developing instructional programs for individual students based upon student self-management of learning objectives,

2. relating Project end-item objectives to student end-item objectives,

3. providing direct instruction to students either in-group or individually in the curriculum areas specified in the Project objectives,

4. assisting the Adult Basic Education Counselor in counseling and motivating students,

5. assisting in the interviewing and placement of students in instructional programs,

6. relating instructional content to Model Cities objectives,

7. assisting in the staff training duties as directed by the Project Director,

8. determining such curriculum revisions as are required in accordance with the needs of the students,

9. assisting in the evaluation of instruction and of student gain,

10. collecting and analyzing data required for student feedback,

11. representing the Project to the community and other such agencies as directed by the Project Director.

12. assisting in the community audit, recruitment, and retention of students.

13. assisting in the supervision of Project facilities as directed by the Project Director.

14. directing the activities of paraprofessional members of the staff in a "team" relationship.

15. assisting students in developing instructional programs that can be taught by students to other community members.

16. assisting in the preparation of biographical case-studies and such other data as required by the Project Director.

17. assisting in the assignment of staff personnel under the direction of the Project Director.

18. performing such other duties as are assigned by the Project Director.

Center Assistant

The Center Assistant was responsible for:

1. assisting students in instructional activities in a team relationship with other staff personnel.

2. recruiting students from the target population and assisting in their re-enrollment under the direction of the Project Director and staff personnel.

3. assisting in counseling students in group activities under the direction of the Counselor.

4. operating such equipment as is required for Project program effectiveness under the direction of the Project Director, or such persons as be designated.

5. completing such records as are required by the Project Director.

6. assisting in determining Project activities involvement as developed by the Project Director.

7. developing a personal plan of professional growth within the guidelines of Project objectives under the guidance of the Counselor.

8. assisting in the supervision of student activities under the direction of the Project Director, or such persons as are designated.

9. providing assistance in the collection of community data as directed by the Project Director.

10. assisting in leading a group counseling session and such other activities as are related to meeting community goals under the direction of the Project Director, or such personnel as designated.

12. meeting with community persons who are potential students to assist in determining program objectives under the direction of the Project Director;

13. assisting in the maintenance of Project facilities as directed by the Project Director, or such persons as are designated;

14. assisting in the maintenance and operation of instructional equipment as directed by the Project Director, or such personnel as designated;

15. assisting in student "follow-up" and evaluation in such activities as are assigned by the Project Director;

16. assisting in the preparation and distribution of student instructional materials;

17. assisting in the maintenance of student records;

18. visiting students' homes to assist students in continuing enrollment;

19. assisting in validating curriculum materials by providing evaluation and curriculum input in accordance with the needs of the students and under the direction of the Project Director;

20. performing all other duties as requested by the Project Director.

Audiovisual Technician

The Audiovisual Technician also responsible for:

1. collecting and cataloging photographs and other media instruments related to Project activities;

2. taking photographs or arranging for photographic representation of Project activities;

3. assisting in the development of brochures and Project media materials;

4. preparing transparencies and other audiovisual instructional materials and tape lessons on tape recorder;

5. preparing charts and skill materials for instructional and informational services related to the Project;

6. assisting in the preparation and layout development of Project manuals;

7. assisting the Project Director in the evaluation of staff-prepared instructional materials as they relate to media and audiovisual presentation;

8. assisting and directing users of Project facilities as directed by the Project Director;

9. preparing Project brochures for distribution to the community;

10. preparing visuals and media presentations to be given to community groups, press, and television media as directed by the Project Director.

[illegible] assisting in the establishment of Project deadlines requested as directed by the Project Director.

[illegible] performing such other duties as are assigned.

Administrative and Support Process Objectives

Process objectives were developed for those Project personnel performing administrative and supportive activities which surround the duties they perform. These administrative and support process objectives are listed below for each listed position. These process objectives relating to a specific component are included with that component in this report.

Project Director Administrative Process Objectives

Process Objective #1

By Sep 81, DPO, the Project Director will evaluate the work performance of the CMR professional staff as indicated by [illegible] ratings known as the to the Director's office.

Accomplishment

The Position Evaluation Records utilized in evaluating Project personnel were submitted to [illegible] at the Director's office. With the exception of those for Project members [illegible] who did not have a completed Position Evaluation Record.

Comments

Process objective #1 was partially completed.

Process Objective #2

The Project Director, during the DPO-78 Project year, will coordinate requests for materials and equipment as determined by requests and purchase orders on file.

Accomplishment

The material and equipment requests and purchase orders on file with the Project Director were reviewed. The files showed certain orders had been filled and those which were still on order.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] to [illegible] [illegible]

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Process Objective #18

By May 31, 1972, the Project Director will assimilate all documentary evidence (test data, memos, etc.) relative to performance and process objectives of each project component categorized and grouped accordingly:

a. Management Team--Process Objectives

b. Curriculum Component--Performance and/or Process Objectives
   (1) Reading
   (2) Writing
   (3) Arithmetic
   (4) Spelling
   (5) Field trips
   (6) Arts and crafts
   (7) Clothes construction

c. Recruitment Component--Process Objectives

d. Counseling Component--Performance and Process Objectives

as evidenced by information on file in the Project Director's office.

Documentation

Review of information on file in the Project Director's office and that collected for inclusion in this document demonstrated that the Project Director had assimilated all documentary evidence relative to performance and process objectives for each Project component.

Conclusion

Process objective #18 was completed.

Process Objective #19

The Project Director, during the 1971-72 Project year, will direct clerk-typists to record each student's cumulative hours of instruction in ABE centers as evidenced by data on file in the office of Project Director.

Documentation

The clerk-typists' record of cumulative hours of instruction received in the centers was shown in the Student Cumulative Hours of Participation

Report for each student. A random sample of these reports was reviewed from the files in the Project Director's office (see Appendix I).

Conclusion

Process objective #19 was completed.

Master Teacher Support Process Objectives

Process Objective #1

During the 1971-72 Project year, Master Teachers will enroll students in the ABE Program as evidenced by completion of an enrollment form submitted monthly on file in the office of the Counselor.

Documentation

Master Teachers enrolled students in the ABE Program as evidenced by the completed monthly enrollment forms spot-checked from the files in the office of the Counselor.

Conclusion

Process objective #1 was completed.

Process Objective #2

Master Teachers will submit requests monthly for purchase of supplies and materials to the Project Director as evidenced by requisitions on file in the office of the Project Director.

Documentation

There were monthly requests by Master Teachers for supplies and materials as shown by the requisitions on file in the office of the Project Director.

Conclusion

Process objective #2 was completed.

Process Objective #3

Master Teachers will submit weekly attendance reports to the Counselor as evidenced by such reports on file in the office of the Counselor.

Documentation

Master Teachers submitted daily attendance records on a weekly basis as evidenced by such reports on file in the office of the Counselor (see Appendix C).

Conclusion

Process objective #3 was completed.

Process Objective #4

The work performance of ABE nonprofessional employees will be evaluated by selected Master Teachers by May 31, 1972, as evidenced by employee rating forms on file in the Project Director's office.

Documentation

With the exception of one new nonprofessional employee hired on June 1, the ABE nonprofessional employees' work performances were evaluated by selected Master Teachers as evidenced by Aide Evaluation Forms on file in the Project Director's office (see Appendix A).

Conclusion

Process objective #4 was completed.

Center Assistants Support Process Objectives

Process Objective #1

On a monthly basis, Center Assistants will recruit eligible students for the ABE Program as evidenced by recruitment forms on file in the office of the Project Director.

Documentation

The recruitment forms, randomly selected from the files in the office of the Project Director, demonstrated that Center Assistants recruited eligible students for the ABE Program, on a monthly basis (see Appendix H).

Conclusion

Process objective #1 was completed.

Process Objective #2

Upon request by Master Teachers, Center Assistants will engage in student "follow-up" as evidenced by student follow-up forms on file in the Counselor's office.

Documentation

As evidenced by student follow-up forms on file in the Counselor's office, Center Assistants, upon request by Master Teachers, engaged in student "follow-up." This objective related to the Counselor's student follow-up activities described in the Counseling component of this report (see Appendix K).

Conclusion

Process objective #2 was completed.

Process Objective #3

During the Project year, Center Assistants (chauffeur's license required) will provide transportation for ABE students as evidenced by Transportation Report Forms on file in the office of the Project Director.

Documentation

Transportation Report Forms randomly selected from the files in the office of the Project Director indicated that, during the Project year, Center Assistants provided transportation for ABE students (see Appendix L).

Conclusion

Process objective #3 was completed.

Audiovisual Technician Support Process Objectives

Process Objective #1

During the Project year, the Audiovisual Technician will take photographs of ABE activities upon request as evidenced by photographs on file in the Centers.

Documentation

The film and photographs selected from the files in the Centers indicated that, during the Project year, photographs of ABE activities were taken.

Conclusion

Process objective #1 was completed.

Process Objective #2

During the Project year 1971-72, upon request from the teacher, lessons will be taped by the Audiovisual Technician as evidenced by tapes on file in the Centers.

Documentation

Tapes selected from the files in the Centers indicated that the Audiovisual Technician taped teacher lessons during the 1971-72 Project year.

Conclusion

Process objective #2 was completed.

INSTRUCTIONAL PROJECTS

Curriculum Component General Program Description

All of the ABE Demonstration Project's instructional activities are contained in the Curriculum Component and are organized according to Figure 2.

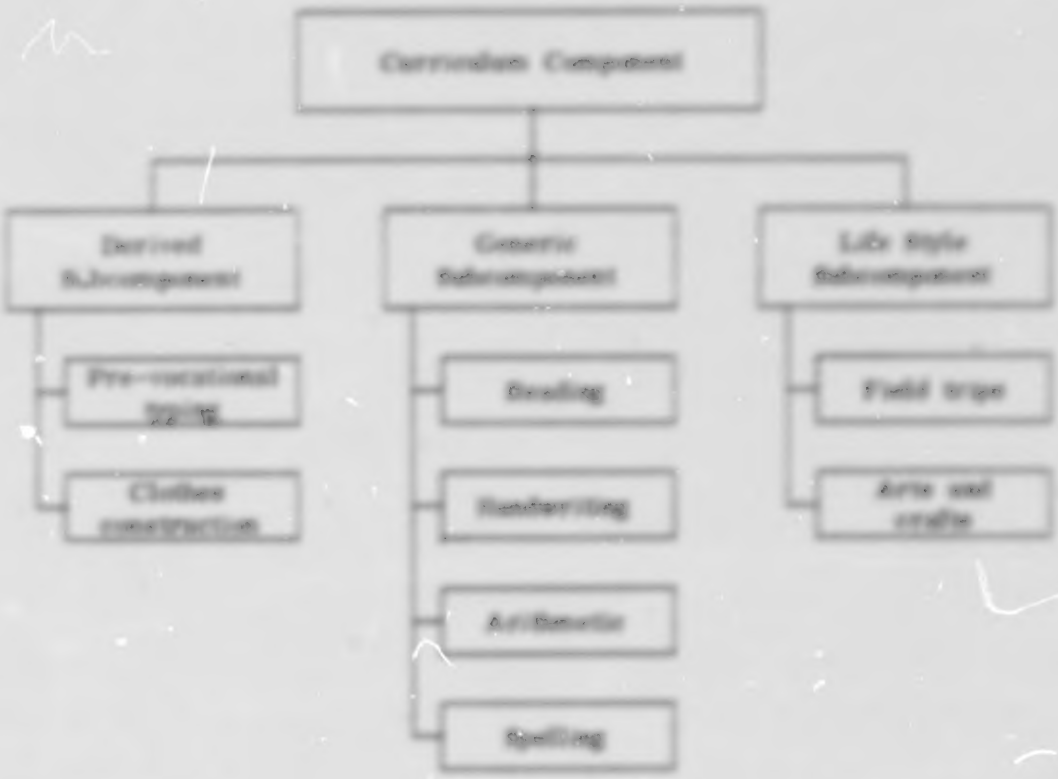

FIGURE 2

CURRICULUM COMPONENT ORGANIZATIONAL CHART

The student enrollment at the completion of the 1971-72 Project year was 124. This was an increase of 102 over the year's initial enrollment figure of 97. The number of students receiving instructional services within each subcomponent was:

Derived 108
Generic 339 (all enrolled students participated)
Life Style 140

Each subcomponent contained the following instructional areas:

Derived
- Pre-vocational typing
- Clothing construction

Generic
- Reading
- Handwriting
- Arithmetic
- Spelling

Life Style
- Field trips
- Arts and crafts

All the Generic activities and those of pre-vocational typing incorporated the development of performance objectives and the measurement of student behavior change in each skill area. The other instructional areas had process objectives developed which required various activities to take place during the year, but no emphasis was placed on a systematic measurement of the year's efforts.

The students generally had little or no demonstrated ability in the designated curriculum subject areas upon entering the Project. Therefore, the instructional activities emphasized basic beginning skills in each course. In some instances (pre-vocational typing, for example), the range of abilities was wide enough to require both beginning and advanced instruction.

[illegible] Accompaniment

This accompaniment [illegible] [illegible] [illegible] typing and [illegible] [illegible]. Each activity was designed to promote student achievement in cognitive and psychomotor skills. The assessment activities [illegible] [illegible] [illegible]

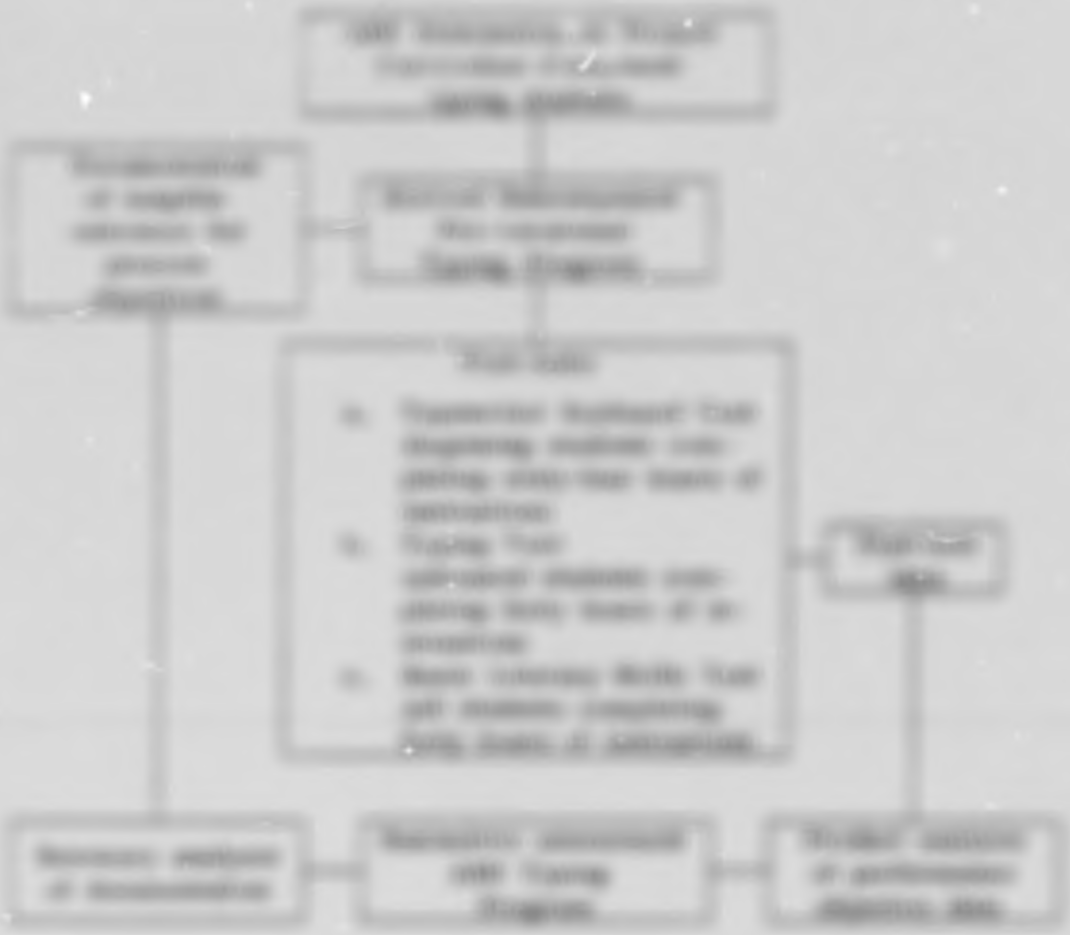

FIGURE 1

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[illegible]

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Process Objective #7

Individual daily assignment sheets will be prepared for each student by the teacher during the Project year as evidenced by information contained in the student flow sheet on file in the Center.

Documentation

Review of the student flow sheets indicated that teachers prepared individual daily assignment sheets for each student during the Project year.

Conclusion

Process objective #7 was completed.

Process Objective #8

During the week of May 15–19, 1972, the pre-vocational typing teacher will administer the following instruments:

1. Instrument to measure knowledge of keyboard
2. Instrument to measure speed and accuracy of typing
3. Basic literary skills instrument

as evidenced by student responses to each instrument on file in the Center.

Documentation

Student responses to a basic literary skills instrument and instruments which measured knowledge of keyboard and speed and accuracy of typing were reviewed in the files of the Center. These data were utilized by the evaluator to conduct the performance objective summative assessment.

Conclusion

Process objective #8 was completed.

Clothes Construction

Program Description

The clothes construction course consisted of one class in beginning sewing. The curriculum, as it was originally conceptualized, was to provide instruction in basic sewing skills. Specifically, the students received instruction relating to:

1. pattern study,
2. fabric facts,
3. preparation of fabrics,
4. cutting of fabrics, and
5. use of the sewing machine.

Performance and process objectives were developed for the clothes construction class. However, this evaluation procedure was not adhered to during the Project year. As a result, there was no measurement instrument developed to assess student performance.

The clothes construction class was conducted on a daily basis. No enrollment nor attendance figures were submitted to the Project Director to confirm the number of students who received instruction.

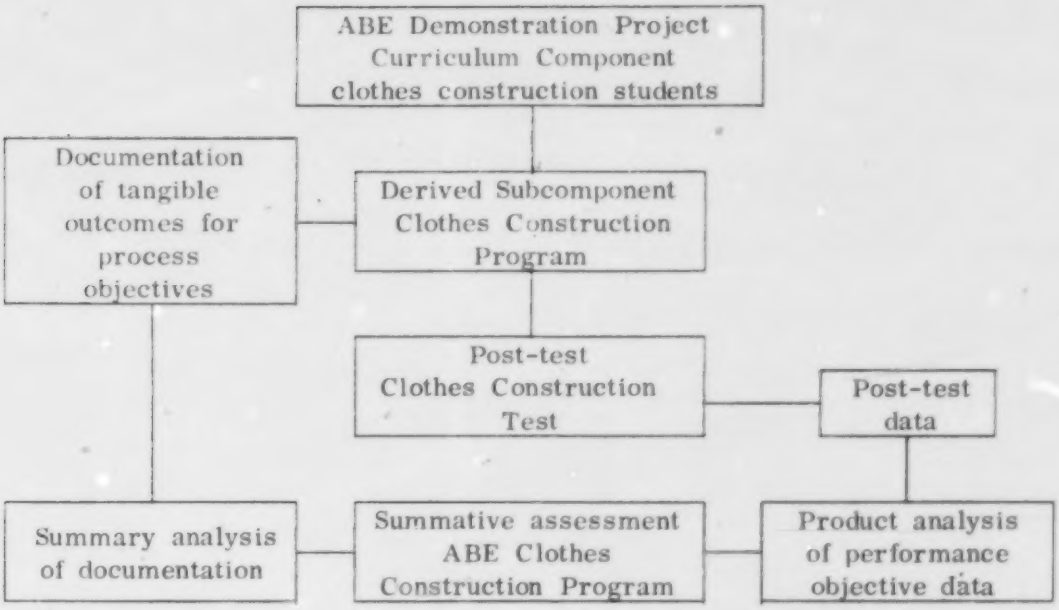
ABE Demonstration Project
Curriculum Component
clothes construction students
Documentation of tangible outcomes for process objectives
Derived Subcomponent Clothes Construction Program
Post-test Clothes Construction Test
Post-test data
Summary analysis of documentation
Summative assessment ABE Clothes Construction Program
Product analysis of performance objective data

FIGURE 4

CLOTHES CONSTRUCTION PROGRAM EVALUATION SCHEMATIC

Data Analysis for Performance Objectives

Performance Objective #1

> Students in the clothes construction course receiving at least twenty hours of instruction will demonstrate their knowledge of clothes construction skills by responding correctly to at least forty-five items on a sixty-item teacher-made test.

Analysis

The teacher-made test was not developed. Therefore, no test data were available to assess the attainment of the objective.

Conclusion

Performance objective #1 was not attained.

Documentation for Process Objectives

Process Objective #1

By May 31, 1972, a selected aide responsible for the clothes construction course will develop a sixty-item test in clothes construction as evidenced by the test on file in the Center office.

Documentation

No test was developed.

Conclusion

Process objective #1 was not completed.

Process Objective #2

Between May 15 and 19, 1972, the selected aide for the clothes construction course will administer a sixty-item test in clothes construction as evidenced by student responses on file in the office of the Center.

Documentation

No test was administered.

Conclusion

Process objective #2 was not completed.

Generic Subcomponent

This subcomponent contained instructional activities in reading, handwriting, arithmetic, and spelling. Performance objectives were developed for each of these activities as a means of assessing student behavioral changes.

Reading

Program Description

The reading program was designed to include instruction in the following reading skills:

1. oral reading.
2. vocabulary.
3. word attack.
4. comprehension.

A wide range of commercially- and teacher-prepared materials were utilized. Students were referred to the appropriate material and/or given individual instruction, depending upon the Gates Survey reading level score and subject area of interest expressed by the student.

Instruction was almost entirely on an individual basis because of the nature of the attendance patterns of the students and the wide span in individual differences. Those at fourth grade level and above spent much of their time utilizing the various reading kits, but also read in subject matter areas and worked on vocabulary development exercises (a "crash" course created by one of the laboratory teachers). Students operating on a level below third grade were given individual help from a teacher or aide, and also worked independently for short periods using the Language Master or tape recorders. As their reading level rose, they were gradually given more responsibility for their own learning activities in line with the self-management philosophy. Some students at fourth grade level were able to function with a reading kit, but some were not. Care was taken not to push a student beyond his capabilities because of the danger of discouraging him (and causing him to drop out).

Group work was sometimes done in phonics in which students on varying levels were striking the same phonetic snag. At no time was a student "put on the spot" in front of a group. For the most part, however, instruction was on an individual basis.

Those students who were capable of progressing independently often needed vocabulary enrichment in addition to the reading kits. Teacher-made material of this nature was created and used by the staff. Also, reading materials for recreational reading, homemaking, vocational guidance, consumer education, and in science, history, social studies, and geography were provided. The Center subscribed to periodicals of wide-ranging interests

...for both men and women as well as the daily newspaper. Students were encouraged to expand their reading horizons and their vocabularies.

Supplementary teacher-made materials were provided when a reading kit's presentation of a particular reading skill proved inadequate for a certain student's needs.

Normally, a minimum of two teachers and from two to three aides were on duty in the learning laboratories (Centers). The teachers have had elementary and/or secondary school experience.

Certain lower-level students did not respond positively to audiovisual equipment. These students were given picture-word cards and simple teacher-made exercises which they could handle independently, since the goal of self-management was desired for all students.

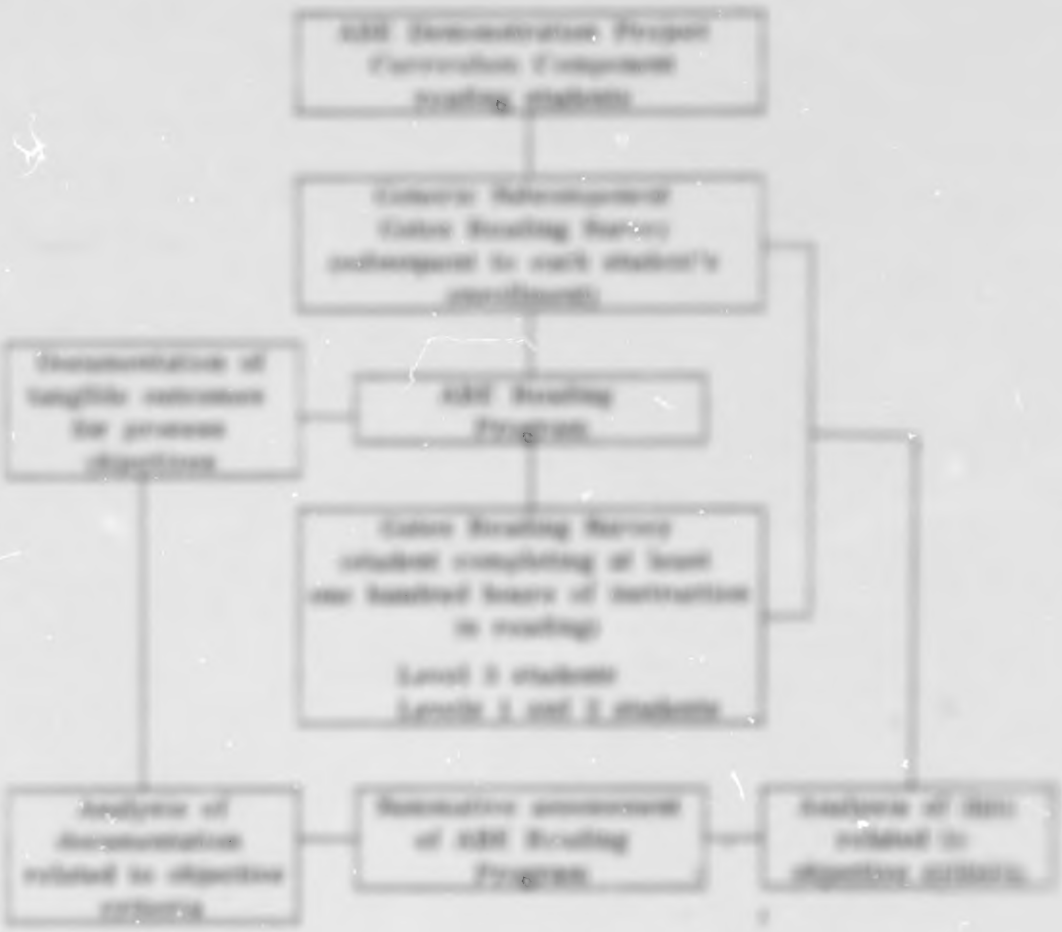

FIGURE 1

READING PROGRAM EVALUATION MODEL(S)

Data Analysis for Performance Objectives

Performance Objective #1

Having the fifth-grade project, upon completion of at least one hundred hours of individualized instruction, classroom students as a whole (first-grade level and) demonstrate their reading comprehension by an average of at least ten grade levels as measured by the Gates Reading Survey (post-testing).

Analysis

The Gates Reading Survey was administered as a (pre- and post-test) to seventy-three grade level students who had completed the required hours of instruction. Another fourteen students also received the GRS during the pre-test and post-tested with the Gates Survey. The results of the Gates Survey as a pre- and post-test have are as displayed.

N	Desired performance*	Actual performance*
87	+1.0	+.96

The data collected for evaluation reflected only average grade equivalent gains, as there were no aspects of average pre- and post-test scores (non-consolidated N's). As the results indicate, the desired performance was not attained.

Conclusion

Performance objective #1 was not attained.

Performance Objective #2

Having the fifth-grade project, upon completion of at least one hundred hours of individualized instruction in the area of reading, students scoring at the first and second grade levels will increase in reading comprehension on the average of at least one grade level as measured by the Gates Reading Survey (pre- and post-testing).

---

*Performance is expressed as average grade equivalent scores.

[illegible]

There were only ten second grade level students (six first grade level) in the reading program. There are students level given the Intermediate Reading Service as a pre- and post-test basis. One student demonstrated a 1.5 grade level gain, the other student demonstrated a .2 grade level gain.

[illegible]

Performance objective #2 was partially attained.

[illegible]

Having the 1971-72 School year, each consultant at Middle School of reading conference teacher-parent group-Book cards and the Language Masters, one-to-one will be able to display their knowledge of the alphabet by naming the letters in and out of sequence with 90 percent correct, as measured by teacher observation checklists.

[illegible]

This objective was developed prior to the completion of the student diagnoses which consisted of non-reading students. All students who were pre-tested with the Intermediate Reading Service were found to be at least at the second grade level. Therefore, this objective was not implemented.

[illegible]

Performance objective #3 was deleted as unnecessary suggested.

[illegible]

[illegible]

Having the 1971-72 School year, after student orientation, a Student Transfer will interview the Intermediate Reading Service and arrange the student the appropriate reading instruction with assistance usually being forwarded weekly to the Intermediate.

[illegible]

A review of student folders indicated that Student Transfers personnel the Intermediate Reading Service and assigned the student to the appropriate

[illegible] [illegible] [illegible] [

[illegible]

[illegible] [illegible] [illegible] [

[illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [

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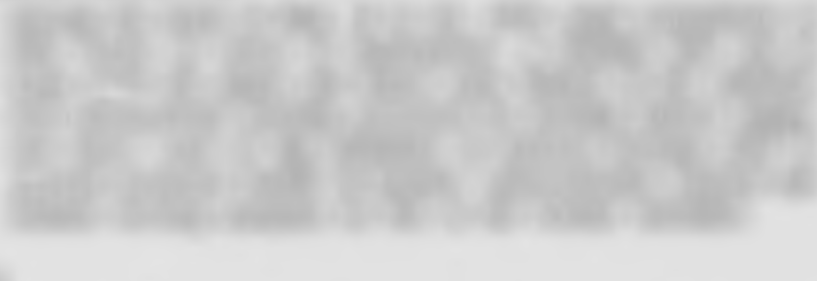

[illegible]

[illegible]

The desired proficiency level in the performance objective should have been stated in terms that relate to types of student scores on the tests which were administered (e.g., test scores should be expressed in percentages if they are to be gauged against desired proficiency levels described in percentages).

Conclusion

Performance objective #2 was attained.

Performance Objective #3

> During the 1971-72 Project year, upon completion of fifty hours or more of instruction in writing, an advanced cursive writing student will demonstrate precision in writing words and sentences legibly and neatly with 80 percent accuracy as evidenced by written teacher observations and the student writing samples on file in the Center attended.

Analysis

There were nine students tested in writing words and sentences. According to teacher-scoring of the student writing samples after instruction, all nine students rated in the "good" category ($\geq$95 percent), the highest possible category. Refer to performance objectives #1 and #2 for comments on proficiency levels and test scores.

Conclusion

Performance objective #3 was attained.

Documentation for Process Objectives

Process Objective #1

> During the 1971-72 Project year, ABE students (classified as non-writing) will practice printing letters (upper and lower case) of the alphabet--in and out of sequence--as evidenced by student writing samples on file in the Center attended.

Documentation

Writing samples and scores for the ABE students' practice of printing upper and lower case letters of the alphabet were viewed in the files in the Center.

Conclusion

Process objective #1 was completed.

Process Objective #2

> During the 1971-72 Project year, students (who are able to print legibly all upper and lower case letters of the alphabet), utilizing commercial and teacher-made materials, will practice writing upper and lower case cursive letters as evidenced by student writing samples on file in the Center attended.

Documentation

The teacher-made Handwriting Evaluation Guide and the commercially prepared text, Handwriting with Write and See, were used during the Project year by the appropriate students to practice upper and lower case cursive letters. Their handwriting samples were viewed in the files in the Center.

Conclusion

Process objective #2 was completed.

Process Objective #3

> During the 1971-72 Project year, students will practice legibility and neatness in reproducing words and sentences as evidenced by handwriting samples on file in the Center attended.

Documentation

Students practiced legibility and neatness in reproducing words and sentences as shown by handwriting samples on file in the office of the Director.

Conclusion

Process objective #3 was completed.

Process Objective #4

By May 31, 1972, the Master Teacher responsible for instruction in handwriting skills will develop a checklist for recording teacher observations of students' precision skill in writing.

Documentation

No checklist was available on file to review, and discussion with Project staff revealed that the checklist had not been developed.

Conclusion

Process objective #4 was not completed.

Process Objective #5

During the week of May 15 to 19, 1972, the Master Teacher responsible for the instruction on handwriting skills will assess each student's precision skill in writing utilizing an observation checklist as evidenced by student performance ratings on file in the office of the Center.

Documentation

As evidenced by student performance ratings viewed in the files in the office of the Project Director, the students' precision skill in handwriting was assessed, based upon teacher evaluation. However, no observational checklist was used to conduct the ratings.

Conclusion

Process objective #5 was partially completed.

Arithmetic

Program Description

The following outline is a description of the arithmetic program. Commercially-prepared materials, as well as teacher-made materials, were utilized. Students were referred to appropriate material and/or given individual instruction, depending upon placement. An outline of the program appears below:

1. Addition, Subtraction, and Multiplication

   a. Working with sets
   b. Addition, subtraction, and multiplication computation
   c. Properties of addition, subtraction, and multiplication
   d. Rounding numbers
   e. Geometry: areas of a parallelogram

2. Number Theory and Division of Whole Numbers

   a. Division computation
   b. Elementary number theory
   c. Working with measures
   d. Properties of division
   e. Using averages
   f. Geometry: properties of polygons

3. Addition and Subtraction of Fractions

   a. Concepts of fractions
   b. Addition and subtraction of fractions
   c. Properties of addition and subtraction of fractions
   d. Working with measures

4. Multiplication and Division of Fractions

   a. Multiplication and division of fractions
   b. Properties of multiplication and division of fractions
   c. Working with measures
   d. Understanding ratio

5. Working with Decimals

   a. Decimal notation
   b. Computation with decimal numerals
   c. Working with money and measures

6. Decimals, Percents, and Graphs

   a. Decimals and percents
   b. Tables and graphs
   c. Interest
   d. Working with money and measures

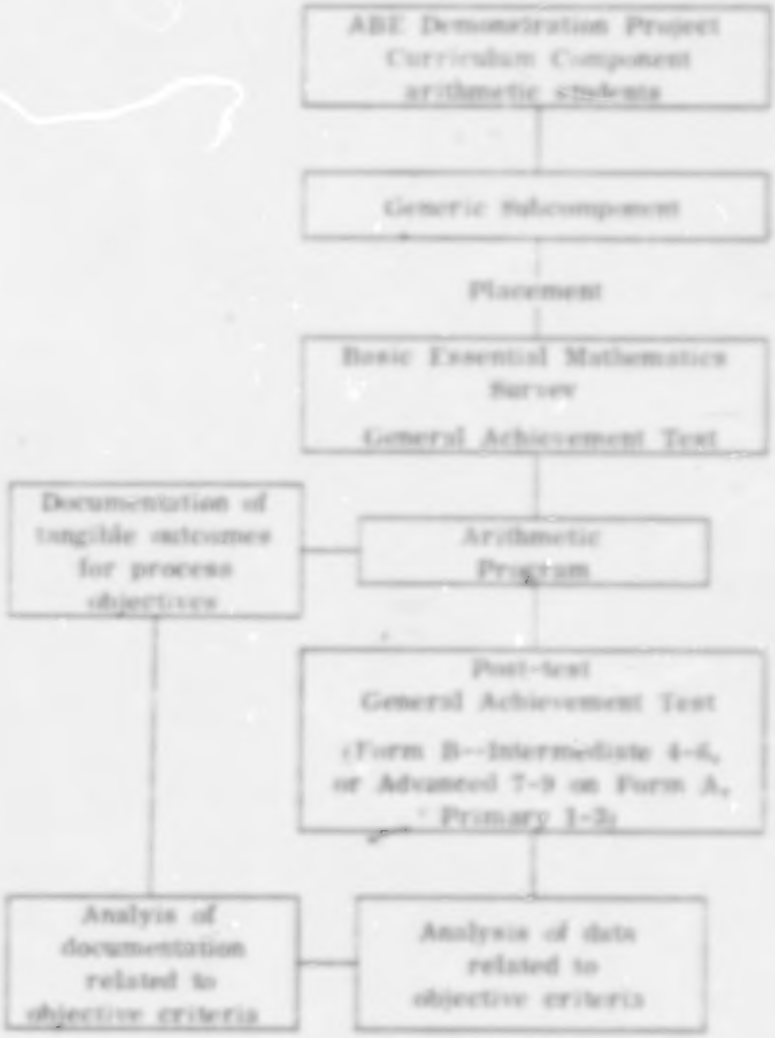

FIGURE 7

MATHEMATICS PROGRAM EVALUATION SCHEMATIC

Data Analysis for Performance Objectives

Performance Objective #1

> During the week of May 15 to 19, 1972, upon completion of one hundred hours or more of arithmetic instruction, using both programmed instructional materials and individualized instruction, third grade level and above students will increase their mathematical knowledge of problem-solving by an average of at least two grade levels as measured by the General Achievement Test (Form D--Intermediate 4-6 or Advanced 7-9).

Analysis

There were thirty-two third grade level arithmetic students. Pre- and post-tests were administered to eighteen of the students using the appropriate General Achievement Test (GAT). Fourteen students passed the GED during the year and were given a score of 12.9 GE (see recommendation #5). The results of pre- and post-testing are as displayed below:

N	Expected performance*	Actual performance*
32	+2.0	+3.7

The results indicate that actual performance (+3.7 GE) exceeded that which had been specified in the performance objective (+2.0 GE). The data submitted to the evaluator reflected only average grade equivalency gains; therefore, no pre- and post-test scores are displayed (see recommendation #6).

Conclusion

Performance objective #1 was attained.

Performance Objective #2

> During the week of May 15 to 19, 1972, upon completion of one hundred hours or more of mathematics instruction using programmed and individual instruction, the first and second grade level students will increase their mathematical knowledge of problem-solving by an average of at least one grade

*Performance is expressed as average grade equivalency gain.

level as measured by the General Achievement Test Form A (Primary 1-3).

Analysis

There were three second grade level arithmetic students. Pre- and post-tests utilizing the appropriate General Achievement Test (GAT) were administered to each of the students. The results of the testing are as displayed.

N	Expected performance*	Actual performance*
3	1.0	0.3

According to the proficiency level stated in the objective (1.3 GE), the objective was attained as demonstrated by an average gain of 1.3 GE. The data submitted to the evaluator reflected average grade equivalency gains; therefore, no average pre- and post-test scores are reflected (see recommendation #6).

Conclusion

Performance objective #3 was attained.

Performance Objective #5

> During the week of May 24 to 28, 1971, upon completion of at least twenty hours of mathematics instruction, beginning mathematics students will demonstrate knowledge of computational skills by subtracting one-digit numbers with 85 percent accuracy as measured by a teacher-made test.

Analysis

From the General Achievement Test pre-test scores, it was determined by the ABE staff that no students would be placed in the program as beginning mathematics students requiring instruction in one-digit computational skills. All students pre-tested with the General Achievement Test tested at least at the second grade level. Therefore, this objective was not implemented.

---

*Performance is expressed in average grade equivalency gain.

[illegible]

[illegible] [illegible] [illegible] [

Program Objective #5

During the 1975-76 School year, a Student Transfer and Control Coordinator will enroll students in the program as evidenced by completed enrollment forms on file in the office of the Counselor.

Documentation

Completed enrollment forms reviewed in the Counselor's office documented that students were enrolled in the program by Student Transfers and Control Coordinator (see Appendix A).

Conclusion

Program objective #5 was completed.

Program Objective #6

By May 30, 1976, a Individual Student Handbook will develop a format designed for placement of students in the multicultural program as evidenced by submission of the forms to the Counselor.

Documentation

The material indicated that was used to place students in the multicultural program. This test form was located in the files in the Counselor's office.

Conclusion

Program objective #6 was completed.

Program Objective #7

During the month of May 15 to 31, 1976, Student Teachers will administer the Cultural Awareness Test (Form A-Intermediate 4-6 or Advanced 7-12) to students completing a two-week unit focusing on contributions and present concepts of third grade level or above as evidenced by test results on file in the office of the Counselor.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [

The table indicates that actual student performance did not reach the expected student performance level. The individual student scores ranged from 40.0 to 92.0 percent. This included six students with scores of 84.0 percent or higher. Therefore, 67 percent of the students actually surpassed the proficiency level specified in the objective. Three student scores of 60.0 percent, 48.0 percent, and 40.0 percent caused a skewed distribution, resulting in a depressed average score.

Conclusion

Performance objective #3 was partially attained.

Documentation for Process Objectives

Process Objective #1

By May 15, 1972, a selected ABE Master Teacher will develop a spelling test to determine the proficiency level attained by students placed on the "A" or "B" level as evidenced by the instrument on file in the Center.

Documentation

A spelling test designed by an ABE Master Teacher to determine the proficiency of "A" and "B" level students was reviewed in the files of the Center (see Appendix P).

Conclusion

Process objective #1 was completed.

Process Objective #2

By May 15, 1972, a selected ABE Master Teacher will develop a spelling test to determine the proficiency level attained by students placed on the "C" level as indicated by the instrument on file in the Center.

Documentation

A Master Teacher developed a spelling test to determine the proficiency level of "C" level students. This test was reviewed in the files of the Center (see Appendix P).

Conclusion

Process objective #2 was completed.

Process Objective #3

By May 15, 1972, a selected ABE Master Teacher will develop a spelling test to determine the proficiency level attained by students placed in the "H" level as evidenced by the instrument on file in the Center.

Documentation

A Master Teacher-developed spelling test designed to determine the proficiency of level "H" students was in the files of the Center (see Appendix P).

Conclusion

Process objective #3 was completed.

Process Objective #4

During the week of May 15, 1972, the Master Teacher responsible for spelling instruction will administer each of the spelling tests developed to determine the proficiency level of students as evidenced by student responses on file in the office of the Counselor.

Documentation

Spelling proficiencies were determined for "A," "B," "C," and "H" level students as evidenced by the student responses to the tests on file in the Counselor's office. Those scores were utilized to conduct a summative assessment of the spelling performance objectives.

Conclusion

Process objective #4 was completed.

Life Style Subcomponent

This subcomponent contained instructional activities in arts and crafts and student participation in field trips.

No performance objectives were developed for this subcomponent. Therefore, assessment emphasis was placed upon accomplishment of processes rather than upon student behavioral changes.

Arts and Crafts

Program Description

The arts and crafts class was conducted under the direction of a Center Assistant (staff aide) who possessed a talent for application of arts and crafts skills.

The projects were designed to provide creative outlets for study-weary students and therapy for students who were incapable of much success in core academic skills.

Students were given the opportunity to construct various types of projects including:

1. paintings.
2. household accessories.
3. profile silhouettes.
4. other craft-related projects.

Materials were either free or inexpensive and were provided by the students and/or the ABE Demonstration Project. Each student was given individual assistance with project design and construction by the staff aide. Projects were periodically displayed in ABE Centers.

Documentation for Process Objectives

Process Objective #1

> Throughout the 1971-72 Project year, the Center Assistants responsible for the arts and crafts class will work with individuals and groups in project design and construction as evidenced by periodic display of materials produced by students.

Documentation

A display at one of the Learning Centers was observed as evidence that, during the Project year, Center Assistants for the arts and crafts class had worked with individuals and groups in project design and construction.

Conclusion

Process objective #1 was completed.

Process Objective #2

ABE students in arts and crafts will make household accessories during the 1971-72 Project year as evidenced by photographs of projects completed by students on file in the office of the Center.

Documentation

Photographs on file in the Center office depicted the household accessories being made by arts and crafts students during the Project year.

Conclusion

Process objective #2 was completed.

Field Trips

Program Description

Working in a cooperative spirit, the staff and students planned activities which brought the students into closer contact with related educational experiences. Field trips were utilized to emphasize points of interest, beauty, and value in the community and neighborhood areas. Family participation was encouraged, which brought about a greater awareness of individuals and families.

Some of the field trips included such activities as (1) a shopping trip to a neighboring city and local shopping centers, (2) a field trip to an astrological observatory and a government installation, (3) tours throughout the community to observe the environmental conditions of the Model Cities Area with emphasis being placed upon conditions of vacant lots, junked cars, drainage systems, and apparent conditions of individual dwellings.

Documentation for Process Objectives

Process Objective #1

By May 31, 1972, the ABE Director will plan with staff members the development of a Field Trip Planning Form for school year 1972-73 to include space for justification, time, location, estimated costs, and estimated number of participants as evidenced by the Field Trip Planning Form on file in the office of the Director of Adult Education and Extended Services.

Documentation

The Field Trip Planning Form was on file in the office of the ABE Project Director.

Conclusion

Process objective #1 was completed.

Process Objective #2

Throughout the Project year, the ABE staff members responsible for planning and implementing field trip activities will present in memorandum form a description of the activities, number of participants, name of responsible staff member, and an evaluation of the field trip as evidenced by field trip memorandums submitted to the Project Director.

Documentation

Material on file gave descriptions of the five field trips taken during the Project year, including numbers of participants and names of the responsible staff members. However, an evaluation of each field trip was not prepared and available for review.

Conclusion

Process objective #2 was partially completed.

SUPPORTIVE SERVICES ACTIVITIES

Recruitment

Program Description

Recruitment activities for the ABE Demonstration Project were conducted by all members of the Project staff. Specific activities allotted to particular members on the staff were outlined in the support personnel objectives for recruitment.

A need for recruitment activities became evident after a survey of 5% Model Cities residents conducted by a Model Cities Task Force showed that approximately 50 percent (4,734) of adult Model Cities residents sixteen years and older had less than nine years of education. Many factors were associated with such low educational attainment, including:

1. feelings of inferiority relative to educational attainment.
2. negatively-valenced experiences in previous school settings.
3. financial problems necessitating dropping out of school in order that survival might be maintained for the individual and/or family.
4. unemployment.

Recruitment involved such activities as submitting news articles to the local papers (Times and News-Free Press) describing openings at Centers and announcements of new developments within the ABE Program.

The local radio stations (WSOC), WGOG), and WIRE) were used for periodic public service announcements. The local television talk shows were used for further projecting the image of the Project based on the available time allowed by the television stations' program schedule.

Other techniques for recruitment included door-to-door canvassing, and preparation and distribution of Project brochures.

Prospective students were contacted with telephone calls, letters, cards, and personal contacts. Through the Community Aide Fund, provisions were made for community recruiters to join the ABE staff in recruiting eligible students.

Documentation for Support Program Objectives

Program Objective #1

Periodically, during the 1971-72 Project year, the ABE staff will submit certain news articles for publication in the local newspapers (Times and News-Free Press) as evidenced by the articles being on file with the Project Director.

Documentation

Articles on file in the Project Director's office were evidence of the periodic submissions of news articles to local newspapers by ABE staff.

Conclusion

Program objective #1 was completed.

Program Objective #2

Periodically, during the 1971-72 Project year, the ABE staff will request the local newspapers (Times and News-Free Press) to take pictures and write appropriate articles for publication as evidenced by the articles on file with the Project Director.

Documentation

During the Project year, ABE staff requested local newspapers to take pictures and write appropriate articles for publication. The resulting articles were on file in the Project Director's office.

Conclusion

Program objective #2 was completed.

[illegible]

A monthly newspaper, [illegible] consisting of editorials and articles submitted by staff and students will be published by the staff and edited by a selected Student Creative Writing Workshop. Copies of this will be available at the Project Director.

[illegible]

Beginning with the April 1, 1971, issue, a monthly newspaper, [illegible], containing staff and student-submitted articles, was published by the staff. Three copies were provided in the Project Director's office.

[illegible]

Project objective #3 was completed.

[illegible]

The [illegible] will be distributed monthly to Career Awareness during the 1971-72 Project year by being placed in designated locations and mailed as enclosures to a duplicated teacher list and mailing list of recipients on file in the office of the Curriculum Secretary.

[illegible]

Mailing lists were on file in the office of the 1970 Curriculum Secretary.

[illegible]

Project objective #3 was completed.

[illegible]

During the 1971-72 Project year, the Student Video [illegible] will be utilized monthly for the purpose of disseminating Career Awareness information, program activities and Coordinated Forms supplied by the Project Director as evidenced by [illegible] on file in the office of the Project Director.

[illegible]

The [illegible] which were on file in the Project Director's office contained instructional information.

[illegible]

[illegible] objectives 30 were completed.

[illegible] Objective 31

During the 1972-73 Project year, local radio and television services will be used periodically for broadcasting interviews and making public service announcements to enlighten the service recipients concerned in the Project Universe by the [illegible] staff members and students. Recipients will be as [illegible] in the office of the Project Director identified as approved or not approved.

[illegible]

Data accepted indicated that interviews were conducted primarily by telephone. There was no evidence available that [illegible] or television media were utilized. Available documentation would [illegible] to determine whether the objective was actually completed.

[illegible]

Process objective 30 was partially completed.

[illegible] Objective 32

During the 1972-73 Project year, brochures prepared by [illegible] staff and/or Council aides depicting Project activities will be periodically used to disseminate efforts as evidenced by brochures on file in the office of the Project Director.

[illegible]

The brochures on file in the Project Director's office, about ongoing Project activities, had been prepared during the Project year by staff and Council aides for use in canvassing.

[illegible]

Process objective 32 was completed.

[redacted]

[redacted]

[redacted]

[illegible]

[illegible] [illegible] [illegible] [

[illegible] [illegible] [illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]

Documentation

The Counselor's monthly occupational file of staff and student placement was on file in the Counselor's office (see Appendix R).

Conclusion

Process objective #6 was completed.

Process Objective #7

Prior to June 30, 1972, the Counselor will provide liaison with Master Teachers and the Project Director in terms of student needs, growth, and achievement periodically as evidenced by memorandums on file in the office of the Counselor.

Documentation

Memorandums on file in the Counselor's office indicated that the Counselor had periodically provided liaison with Master Teachers and the Project Director in dealing with student needs, growth, and achievement.

Conclusion

Process objective #7 was completed.

Process Objective #8

During the 1971-72 Project year, the Counselor will arrange guidance and counseling workshops for ABE students on a monthly basis as evidenced by reports of such sessions reported by memorandum to the Project Director.

Documentation

According to the reports on file, during the Project year, the Counselor held monthly guidance and counseling workshops for ABE students.

Conclusion

Process objective #8 was completed.

Process Objective #9

Subsequent to the administration of the General Achievement Test (GAT) by Master Teachers, the Counselor and aide will hand-score each student response as evidenced by GAT Results Form on file in the office of the Counselor.

Documentation

The GAT Results Forms on file in the Counselor's office indicated that the Counselor and aide had hand-scored each student response subsequent to the GAT's administration by Master Teachers (see Appendix S).

Conclusion

Process objective #9 was completed.

Process Objective #10

During the 1971-72 Project year, the Counselor will meet with other agency representatives regarding implementation of the counseling functions of the Project on a monthly basis as evidenced by a profile data report (narrative section) with a copy being forwarded to the Project Director.

Documentation

According to interviews and discussions conducted randomly with various agency representatives (ABE staff), the Counselor had met with them in regard to implementation of counseling functions (see Appendix V).

Conclusion

Process objective #10 was completed.

Process Objective #11

Information for the profile report will be completed monthly by the Counselor as evidenced by copies of profile reports filed in the office of the Counselor.

Documentation

The reports on file in his office demonstrated that the Counselor had completed profile reports on a monthly basis (see Appendix T).

Conclusion

Process objective #11 was completed.

Process Objective #12

A referral data information report will be completed on a monthly basis by the Counselor as evidenced by referral data information reports on file in the office of the Counselor.

Documentation

Referral data information reports were on file in the Counselor's office (see Appendix Q).

Conclusion

Process objective #12 was completed.

Process Objective #13

During the 1971-72 Project year, the Counselor will meet with the Model Cities staff and other educational agencies in regard to student placement, student referral, and student participation on a monthly basis as shown on the Beneficiary and Status Reports with copies being forwarded to the Project Director.

Documentation

Monthly Beneficiary and Status Reports on file indicated that, during the Project year, the Counselor met monthly with Model Cities staff and other educational agencies regarding student placement, referral, and participation (see Appendix E).

Conclusion

Process objective #13 was completed.

Process Objective #14

On a bi-monthly basis, during the 1971-72 Project year, the Counselor will assist ABE students in self-evaluation as evidenced by the student self-rating forms on file in the Counselor's office.

Documentation

According to the student self-rating forms on file in the Counselor's office, the Counselor assisted ABE students in self-evaluation on a bi-monthly basis (see Appendix U).

Conclusion

Process objective #14 was completed.

Process Objective #15

By May 31, 1972, the Counselor will develop an ABE attitude inventory checklist based on a four-point Likert scale as evidenced by the instrument on file in the office of the Counselor.

Documentation

The ABE attitude inventory checklist was developed by the Counselor using a four-point Likert scale as evidenced by the instruments on file in the Counselor's office.

Conclusion

Process objective #15 was completed.

LIMITATIONS AND RECOMMENDATIONS

In addition to the specific suggestions and comments contained within the report, there were others which pertain to the various areas of the Project more generally. These are as follows:

1. Process Objective Documentation

The assessment of a process objective relies on documentation of the specific target activity of that objective. It is difficult to extend credit for an activity being accomplished when the documentation is not clearly related to the process objective.

It is recommended that, when developing process objectives, documentation relating to a specific process objective be utilized to assess the outcome of the activity. For example, if in-service training activities were to be developed by a certain date, a list of the in-service training activities might be compiled as documentation for that process objective. It is difficult to determine the extent to which these activities took place if they are merely included as part of another document whenever they occurred.

2. Instructional Process Objectives

Three types of process objectives may be identified. These are administrative, support, and instructional process objectives. The elements used in writing each type are identical and all three types could be relevant to all educators regardless of their position in an educational structure. The emphasis placed on one type versus the other two will be determined by the person's job description and the relationship to the learner. Instructional process objectives define activities which take place in direct communication with the intended learner.

It is recommended that each instructional program utilize instructional process objectives to describe those activities which are occurring to

facilitate the student behavioral changes specified in the related performance objectives. For example, there are eight administrative and/or support process objectives stated for the pre-vocational typing program. However, there are no instructional process objectives describing the learning experiences or classroom activities which are designed to effect the achievement of the stated performance objectives of the pre-vocational typing program.

3. Testing Policy

Two methods may be used to assess behavioral changes in students--self-report and observation. It is the opinion of the evaluator that, whichever method is used, data should be collected on as many students in the program as possible in order to determine behavioral changes and the effectiveness of the instructional activities. During the 1971-72 Project year, according to the test data and enrollment figures, there were many more students enrolled in the program than were tested.

It is recommended that procedures be implemented which would enable testing of each student receiving instruction in the ABE Demonstration Project. This will pose a problem because of the different amounts of instruction received by various students due to irregular attendance, dropouts, etc. However, some means of entry- and exit-testing should be established in order to assess achievement by students receiving instruction or completing work in the various skill areas.

4. Coding Test Items

Continued emphasis should be placed on the congruence of test items with the curriculum performance objectives. If the measurement of behavioral changes is to provide valid and reliable information, the measurement instruments must be related to the specific level of behavior desired and the skill areas specified in the performance objectives.

5. Pre- and Post-testing

Pre- and post-testing may be used to determine the degree of behavioral change which a student displays in a particular skill area. It is

difficult to measure behavioral change, however, if different instruments are utilized for pre- and post-testing, an increase with one instrument will not be synonymous with an increase with another instrument. The tests must be specifically related to one another by skill area and level of behavior if validity is to be maintained.

It is recommended that tests with the same skill areas and degrees of difficulty (e.g., two forms of the same test) be utilized when pre- and post-testing students. This will hold the test variable constant when measuring student achievement. For example, if the target goal of one Project objective was student attainment of a certain grade level according to the General Achievement Test (GAT), then two forms of the GAT should be used pre and post. If the objective of the Project was to pass the GED test, then the GED should be given as a post-test basis to measure that type of objective.

F. Preparation of Data for Analysis

It is recommended that test score data be computed to provide average pre- and post-test scores for each student group (class). Then the relative level of performance (e.g., grade equivalency or percentage) could be viewed as well as any average increase or degree gain or basis in performance.

F. Affective Behavior

Valuable information may often be collected in the affective behavioral domain. Certain subject areas do not present ideal opportunities for testing students' cognitive behavior. Such an area, with no cognitive behavioral measurement, is the ABE Demonstration Project which includes field trips, arts and crafts, and recreation.

It is recommended that affective measurement be considered for those areas which do not lend themselves to cognitive skill development. For example, it might be interesting to measure the ABE students' affective

(a)

achievement towards the Program Goals (e.g., This would provide the Program staff with an insight into students' cumulative research work (e.g., and the values placed on them.

c. Monitoring

It is recommended that the Program monitoring system be refined to include feedback on instructional activities which are taking place during the year. Presently, emphasis appears to have been placed on monitoring the administrative and support activities.

d. Calendar of Events

An inventory calendar of events was established for the Program during the 1971-72 Program year. It is recommended that this be accomplished for the coming year. Most of the necessary information could be obtained from the time elements of the program objectives. These dates and time periods could then be included in a Gantt Chart, which would provide Program staff with an illustrated time series analysis of each major activity of the Program.

iii. Levels of Behavior

Performance objective #2 dealt with improvement or provision of typing. The definition of provision and articulation levels of psychomotor skills, as defined by Dr. E. J. Simm (National Institute of Education, Home Skills, Index), include the following relationships:

Provision: involves accuracy of eye-manipulator coordination.

Articulation: involves accuracy plus elements of speed and time consistent in eye-manipulator coordination.

The provision level of psychomotor behavior does not involve the elements of speed or time. It should therefore be noted that the Typing Provision Test should have been a non-timed test to properly code the test to the specified level of behavior in the objectives. If time was a factor element, then the level of behavior should be specified as articulation.

(a)

[illegible]

[illegible]

[illegible]

[illegible]

7. Has good understanding of children and their needs.

1 2 3 4 5 6

8. Possesses adequate knowledge in area of job specialization.

1 2 3 4 5 6

Summary of evaluation including suggestions for improvement: _____

_____

_____

_____

_____

_____

_____

_____

_____

Principal's Recommendation Concerning Employment (contingent upon availability of position): _____

_____

_____

_____

_____

_____
Principal's Signature

_____
Supervising Teacher's Signature

A copy of this report has been discussed with me.

_____
Employee's Signature

_____
Date

APPENDIX B

MONTHLY ACTIVITIES REPORT

February 24, 1972

Mr. Eddy Echols and Model Cities Staff

Rodney E. Claybrook

Activities Report of the Chattanooga ABE Model Cities Demonstration Project

This report consists of data and information which includes the period from January 26, 1972, to February 25, 1972. This period saw a continuation of project activities and the initiation of certain other activities.

I. Counseling

Conferences and orientation were held with 50 new students during this period. There were also conferences and meetings with the project director and staff members in regard to discussing, planning and implementing new procedures in measuring student gain in all areas to see how close the students are to being prepared for their G.E.D. Exams.

These procedures were initiated during the week of January 31 - February 4, 1972, when the counseling staff began administering the CAT. This instrument will be used on a continuous basis to aid the instruction of our students.

Three students from the Dodson Avenue Center passed their G.E.D. Exams. They were Mr. Marty Holdaway, Mrs. Rose Clark and Mrs. Velma Pittman.

There were various referrals during this period to the following agencies:

NYC Out-of-School Program
FE-JOB Project
Model Cities
CEP
Center for Continuing Education

As of Friday, February 25, 1972, the enrollment and participation of students in our project are as follows:

Dodson Center -	249
Wilson Center -	170
Total	419

The above figures include laboratory and basic skills. The monthly must be learned and Life Style ASSE remained the same as the previous report.

Due to recent instructions, 137 have been dropped from the active enrollment rosters of the Generic Component. Follow-up data on these students are located in the counselor's files. If purchasers any of these students re-enter, we shall re-enroll them and place them along with other active students. The dismissal of these students is based on follow-up data and the directive to drop any student not attending prior to July 1, 1971, which was the beginning of our First Action Step.

The total number of students enrolled and participating in the various components to date is 439

The total number of instructional hours during this period was 1,169

The percentage of our student population in regard to ethnic groups are 39% White
61% Black

Monitoring and Evaluating

A. Conferences were held with Miss Linda Cannon of Model Cities and Mr. William D. Osborne of Osborne Associates in regard to discussing procedures for an In-Depth Evaluation of the Project.

An In-Depth Evaluation of the ASSE Project was held on February 11, 1971, by Mrs. Constance Williams and Mr. Sherrie Chapman of Model Cities.

B. Procedures were initiated through meetings, workshops and conferences to begin formulating plans for an evaluation of our project by Chattanooga Public Schools. This evaluation will consist of using the EPIC Approach for evaluating and monitoring. More information will be forthcoming concerning this evaluation.

II. Professional Growth of Staff

During this period, the project staff participated in evaluation-training workshops. These workshops were conducted by Mr. Eddy Echols. Knowledge gained from these workshops consisted of information in writing and developing Performance and Process Objectives as outlined by EPIC. This knowledge and information will be used by the staff in the forthcoming evaluation by Chattanooga Public Schools.

III. Dissemination of Information and Knowledge

Information and knowledge of our project have been transmitted to the community in several ways:

- [illegible] information were distributed
- [illegible] radio broadcasts over Radio Bantawa Bhitini and Bhitini
- several staff members attended community meetings informing the residents of the project

IV. Activities

A Conservation Education Workshop was held on February 1-3, 1993, [illegible] Chico staff and consultants from the Foresters Conservation Programs. [illegible] students and staff members attended this workshop and also gained valuable knowledge in the following areas:

1. Fundamentals of conservation measures
2. Nursery Management
3. Credit and Loans
4. Awareness
5. Community

A Public Speaking class, with emphasis on our LAD Style [illegible] Components, began at the Bantawa Center on February 25, 1993.

V. Curriculum Materials

Various curriculum materials continued to be developed for [illegible] school conservation of the students. Procedures were initiated to [illegible] gathering and organizing testimonials that will be used in our program evaluations.

VI. Recruitment

Due to an increase in our enrollment, there was an [illegible] need for more recruitment during this period. A recruiting officer was [illegible] to advise the community about the programs offering to help in dissemination of information.

[illegible]

CHATTANOOGA PUBLIC SCHOOLS
Chattanooga, Tennessee

TABULATION OF EXCEPTION SHEETS FOR INSTRUCTIONAL PERSONNEL

SCHOOL NO._____ PAYROLL PERIOD_____ DATE ENDING_____

Teachers Absent List Alphabetically	Total No. Days Absent	Substitute Teachers Present List Alphabetically	Total No. Days Present

AN EXCEPTION SHEET MUST BE ATTACHED TO SUPPORT ALL OF THE ABOVE DATA

APPENDIX E

MONTHLY BENEFICIARY GROUP PROFILE REPORT

111

PAGE___OF____ Monthly Beneficiary Group Profile Report PREPARED BY_____

PROJECT TITLE_____ PROJECT DIRECTOR_____

PROGRAM COMPONENT_____ PERSON RESPONSIBLE FOR REPORT_____

OPERATING AGENCY_____ ADDRESS_____

AGENCY DIRECTOR_____ TELEPHONE NUMBER_____

INSTRUCTIONS: This report will indicate which people are directly benefitting from the operation of the project. The Beneficiary Group Profile Report will delineate the characteristics of the people being served. In addition, the Report will classify the service delivered to the people. This report is the responsibility of the Project Director. Please prepare the report in triplicate. Send two (2) copies to the Chattanooga Model Cities Agency, Department of Information, no later than the 29th of each month. Your information cut-off date is the 25th of each month. Thus, this report should contain information starting at the 26th of the previous month. Accuracy is essential; however, if an estimate must be used, please denote it with an asterisk (*). Please retain one (1) completed copy of this report each month for reference. If you need assistance in preparing this report, please call the Information Section of the Chattanooga Model Cities Program at 698-6971, Ext. 28.

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CHARACTERISTIC CATEGORIES	KEY ELEMENTS	Planned Total	Actual Total							
RESIDENCY	MNR									
	Non-MNR									
	TOTAL									
SEX	Male									
	Female									
	TOTAL									
RACE	Afro-American									
	Caucasian									
	Other									
	TOTAL									
EMPLOYMENT STATUS	Employed full time									
	Employed part time									
	Unemployed									
	Other									
	TOTAL									
MARITAL STATUS	Single									
	Engaged									
	Separated									
	Divorced									
	Married									
	Other									
	TOTAL									
FAMILY ROLE	Household head Male									
	Household head Female									
	Non-head									
	TOTAL									

	CATEGORIES	Actual Total								
DEPENDENTS	0									
	1-3									
	4-7									
	More than 7									
	TOTAL									
EDUCATION (HIGHEST LEVEL COMPLETED)	No previous education									
	Kindergarten									
	First grade									
	Second grade									
	Third grade									
	Elementary school dropout									
	High school dropout									
	College dropout									
	College graduate (2 years)									
	College graduate (4 years)									
	Vocational training									
	TOTAL									
AID STATUS	AFDC									
	General Public Assistance									
	Other									
	None									
	TOTAL									
INCOME	Under $3,000									
	$3,000 or more									
	TOTAL									
PHYSICAL CONDITION	Physically handicapped									
	Mentally handicapped									
	Infirmed									
	TOTAL									

CATEGORIES	Actual Total							
# weeks in 1 year								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19 - 26								
27 - 31								
32 - 47								
48 - 62								
63 - 65								
Over 65								

[illegible]

[illegible]

[illegible]

[illegible]

FOR PERIOD ENDING _____ CHATTANOOGA MODEL CITIES DATE PREPARED _____

PAGE _____ OF _____ Monthly Project Status Report PREPARED BY _____

SUBPROJECTS AND OUTPUT MEASURES	OUTPUT ACHIEVEMENTS		TIME PERIOD											
			Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March
PROVIDE REFERRAL SERVICES TO ADULT BASIC EDUCATION ENROLLEES FOR SUPPORTIVE & ADDITIONAL SERVICES SUCH AS DENTAL CARE, HEALTH, & SOCIAL SERVICES	Planned													
	Actual													
Number of enrollees using other agency services	Planned													
	Actual													
Number of Referrals by Adult Basic Education personnel for enrollees	Planned													
	Actual													

NOTES AND COMMENTS:

APPENDIX H

RECRUITER FORM

RECRUITER REPORT

RECRUITER LETTER

RECRUITER FORM

I. RECRUITER'S NAME _____ DATE _____

PROSPECTIVE STUDENT'S NAME _____

ADDRESS _____

TELEPHONE NUMBER _____

II. WILL YOU BE INTERESTED IN:

Reading	Spelling	Typing	English
Writing	Science	Arts and Crafts	
Math	History	Sewing and Knitting	

III. EXTRA ACTIVITIES:

Bus Trips	How to Help your Child Study
Special Speakers	How to use your Money Wisely
	Know your Community

IV. WOULD YOU LIKE TO GO ON OUR MAILING LIST?

V. WILL YOU NEED TRANSPORTATION?

VI. WILL YOU NEED CHILD CARE SERVICE?

VII. CHILDREN SHOULD BE WALKING AND TOILET TRAINED.

VIII. WHAT IS THE MOST CONVENIENT TIME FOR YOU TO ATTEND THE CENTER?

DOES STUDENT HAVE ANY SPECIAL SKILLS HE OR SHE WOULD LIKE TO SHARE WITH OTHERS?

RECRUITER REMARKS _____

_____

_____

_____

_____

A. B. E. DEMONSTRATION PROJECT
Rodney S. Claybrook, Director

MEMORANDUM (INTER-OFFICE CORRESPONDENCE)

DATE November 3, 1971

TO: Mr. Rodney S. Claybrook

FROM: James E. Jones

SUBJECT: Recruiting Report

This report covers the period October 4, 1971 through October 31, 1971 considering 18 possible recruiting days.

Number of contacts	- 1332
Number of contacts interested	- 279
Number of contacts not at home	- 643
Number of contacts not interested	- 381

Percentage of contacts not at home	- 48%
Percentage of contacts interested	- 21%
Percentage of contacts not interested	- 29%
Percentage of contacts vacant	- 1.5%
Percentage of contacts presently enrolled	- 1.3%

Individual Effort

	# Stops	Average # Stop/Recruiting day
Walton	249.6	15
Britt	229.5	12.8
Williams	173.8	9.6
Douglas	162.1	9.5
Sewell	162.1	9.5
Springer	157.1	8.7
King	115.4	6.4
Kelley	26.5	1.8
Johnson	22.5	1.3
Masengil	9.5	.6
Morris	9.5	.6
* Kilpatrick	5	5.0

Dear :

We have been missing you at the Adult Learning Center, and are eagerly looking forward to your return.

We do hope that whatever the problems keeping you away from the Center are no longer problems, and that we will see your face shortly.

REMEMBER, We provide free transportation and child care services. If we can be of further help, please do not hesitate to call us because we are here to serve you.

Sincerely yours,

ABE Staff

ELB:bt
1

APPENDIX I

CUMULATIVE INDEX OF PARTICIPATION REPORT

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[illegible]

[illegible]

[illegible]

APPENDIX M

STUDENT FLOW SHEETS

STUDENT FLOW SHEET

NAME_____

SUBJECTS_____

DATE	START	FINISH	DATE	START	FINISH

STUDENT FLOW SHEET

NAME_____

SUBJECTS_____

DATE	START	FINISH	DATE	START	FINISH

STUDENT FLOW SHEET

Name_____

Goal(s)_____

STUDENT FLOW SHEET

Name_____

Course_____

APPENDIX B

ALPHABET RECOGNITION CHECKLIST

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[illegible]

1. [illegible]
   a. [illegible]
   b. [illegible]
   c. [illegible]
   d. [illegible]
   e. [illegible]
   f. [illegible]
   g. [illegible]
   h. [illegible]
      i. [illegible]
      ii. [illegible]
      iii. [illegible]

2. [illegible]
   a. [illegible]
      i. [illegible]
      ii. [illegible]
         a. [illegible]
         b. [illegible]
   b. [illegible]
      i. [illegible]
      ii. [illegible]
   c. [illegible]
      i. [illegible] - [illegible]
      ii. [illegible] - [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

APPENDIX P

SPELLING PROFICIENCY SURVEYS (LEVELS A, B, C, AND H)

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SPELLING PROFICIENCY LEVEL

A Level

1. today
2. just
3. call
4. with
5. come
6. into
7. they
8. give
9. read
10. going
11. went
12. find
13. now
14. where
15. only
16. open
17. have
18. down
19. has
20. fly
21. yes
22. stop
23. get
24. take
25. before

SPELLING PROFICIENCY SURVEY

B Level

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1. summer
2. begin
3. near
4. city
5. send
6. children
7. drink
8. poor
9. head
10. table
11. cannot
12. each
13. store
14. color
15. seven
16. doing
17. better
18. hand
19. place
20. winter
21. clean
22. paper
23. year
24. large
25. morning

bt 6/5/72

Marilyn Hales, Master Teacher
ABE Demonstration Project of the
Chattanooga Public Schools

Level C

1. life
2. nothing
3. everyone
4. April
5. listen
6. women
7. family
8. north
9. quick
10. inch
11. Sunday
12. picture
13. happen
14. January
15. West
16. suppose
17. young
18. without
19. believe
20. season
21. wash
22. Tuesday
23. Friday
24. wonder
25. earth

bt 6/6/72

Marilyn Hales, Master Teacher
ABE Demonstration Project of the
Chattanooga Public Schools

SPELLING PROFICIENCY SURVEY

Level B

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1. liability
2. premium
3. language
4. burden
5. amount
6. continent
7. decimal
8. Chattanooga
9. deduction
10. divorce
11. multiplication
12. capacity
13. bargain
14. disability
15. benefit
16. maximum
17. retail
18. grammar
19. create
20. equation
21. daughter
22. Tennessee
23. policy
24. finance
25. election

bt 6/6/72

Marilyn Bales, Master Teacher
ABE Demonstration Project of the
Chattanooga Public Schools

APPENDIX Q

REFERRAL DATA INFORMATION*

A.A.E. DEMONSTRATION PROJECT
Chattanooga Public Schools

CENTER _____

REFERRAL DATA INFORMATION

DATE	NAME OF STUDENT	ADDRESS OF STUDENT	NAME OF AGENCY	REFERRAL	ACTIONS TAKEN OR REASONS FOR REFERRAL	PERSON(S) RESPONSIBLE F/U REFERRAL	FOLLOW-UP

REFERRAL CODES: Mentioned by A.A.E.
Mentioned by C.R.C.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

ABE DEMONSTRATION PROJECT
Chattanooga, Tennessee

Date _____

Center _____ Location _____

DATA FOR PROFILE REPORTS

Categories	General adult basic education	Remedial education (GED)	Other areas
Residency - MNR			
Non MNR			
Sex - Male			
Female			
Race - Afro-American			
Caucasian			
Other			
Age - Males			
16 - 31			
32 - 46			
47 - 61			
62 and above			
Females			
16 - 31			
32 - 46			
47 - 61			
62 and above			

Employment Status - Employed full time _____
Employed part time _____
Unemployed _____

Marital Status - Single ____ Separated ____ Divorced ____ Married ____
Other ____

Family Role - Household Head Male _____
Household Head Female _____
Non-head _____

Page 2

Categories _____

Dependents - Number

0 _____
1 - 3 _____
4 - 7 _____
More than 7 _____

Total _____

Aid Status - Public Assistance _____
Other _____
Total _____

Income - Under $3,000 _____
$3,000 or more _____

Total _____

Physical condition - Physically handicapped _____
Mentally handicapped _____
Informed _____

Total _____

Referral Data - Agencies

Men _____
Women _____

Total _____

Attendance - A.M. _____ P.M. _____ Total _____

Recruitment - Enrollees recruited _____

Persons entering _____

Transportation - Persons needing transportation _____

Persons receiving transportation _____

APPENDIX U

STUDENT SELF-RATING FORM

E. E. DEMONSTRATION PROJECT
CHATTANOOGA PUBLIC SCHOOLS
(IN A MODEL CITIES SETTING)

MEMORANDUM (INTER-OFFICE CORRESPONDENCE) April 26, 1972

TO: Mr. Rodney S. Claybrook, Director, ME Master Teachers and Staff

FROM: Ernest Buffington and Erma Morris, Counseling Staff

SUBJECT: Results of the Student Self-Rating Forms

We have recently allowed fifty (50) of our regular students from the Dodson and Wilson Centers to complete the student self-rating forms. We shall continue to allow all students to rate themselves as time permits.

All of the individual rating forms are located in the counselor's office. If, perchance, you would like to view the individual forms, feel free to contact us.

The attached results indicate how the students rate themselves and our program. We suggest that you review the results and forward your comments, ideas, and suggestions to us.

ELB/EM:bt

A. B. E. DEMONSTRATION PROJECT
CHATTANOOGA PUBLIC SCHOOLS

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STUDENT SELF-RATING FORM

Results of 50 ABE Students

NAME _____ CENTER _____

DATE April 27, 1972

QUESTIONS	OFTEN	SOMETIMES	NEVER
Do you have a set time for studying?	13	28	9
Do you finish what you start to do?	31	17	2
Do you limit your breaks?	20	18	12
Do you study different subjects?	24	22	4
Do you find it difficult to study with others?	8	9	33
Does noise (other voices, doors banging, etc.) disturb you?	9	18	23
Does a teacher's presence make you nervous while studying?	7	13	25
Do you ever read the newspaper during your breaks or between subjects?	6	21	23
Do you know how to locate the book(s) you are using?	30	17	3
Do you have a specific time period for studying various subjects?	13	18	19
Do you thoroughly read directions before beginning a new subject or part of a subject?	30	17	3

Student Self-Rating Form
Page 2 of 2 pages

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QUESTIONS	OFTEN	SOMETIMES	NEVER
Do you ask questions of someone in the Learning Lab when you don't understand (directions, a problem, etc.)?	24	20	6
Do you earnestly work at your best ability?	28	20	2
Do you go to a dictionary when you don't know the meaning of a word or when you see an unfamiliar one?	23	20	7
Do you review work that you may have had difficulty with before?	18	24	6
Do you feel that you are progressing in your subject?	33	12	

[redacted]

[illegible]

[illegible]

[illegible]

Student Name _____ Class _____

Group and Class of Experience * _____

Teacher and Grade _____

[illegible]

1. [illegible] _____

_____

_____

2. [illegible] _____

_____

_____

3. [illegible] _____

_____

_____

4. [illegible] _____

_____

_____

5. [illegible] _____

_____

_____

6. [illegible] _____

_____

_____

* Each Student is to [illegible] for at least [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]					
1.	[illegible]				
2.	[illegible]				
3.	[illegible]				
4.	[illegible]				
5.	[illegible]				
6.	[illegible]				
7.	[illegible]				
8.	[illegible]				
9.	[illegible]				